

Visualizing Author's Purpose: A Digital Literacy Lesson Plan

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Introduction

Students are engaged in technology that provides a wide variety of media on an infinite number of topics. When students are unable to recognize the bias or perspective of the author, a reasonable understanding of the reliability of the source is lost. To support an understanding of author's purpose, students will be asked to create multiple media that supports an argumentative research topic. The students will be asked to demonstrate an inherent bias, supported by real evidence, that would convince their peers of the validity of the argument.

Standards

Common Core State Standards

Writing - English Language Arts, *Text Types and Purposes*

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **(W 9-10.2a)**

Speaking and Listening, *Comprehension and Collaboration*

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **(SL 9-10.2)**

Appendix A, *Qualitative Measures of Text Complexity, Structure*

"...whereas texts of high complexity tend to have similarly complex graphics, graphics whose interpretation is essential to understanding the text, and graphics that provide an independent source of information within a text" **(Appendix A, pg. 5).**

National Education Technology Standards for Students (ISTE)

Standard 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Standard 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

d. process data and report results.

Objectives

Students will:

- Design four types of media to convey an argument,
- Practice speaking and listening with a critical feedback,
- Synthesize evidence to form insight for an audience.

Strategies

- Four Corners activity (Renee Hobbs, 2011),
- Argumentative writing,
- Visualization.

Assumptions

- Students have complete similar discussions in class prior to this unit.
- Students received instruction on how to give “warm” and “cool” feedback to others.
- Students have collected raw data as evidence for their project in existing research groups.

Brief Overview of Activities

1. The instructor will introduce the lesson with the essential question: "How can we visualize an author's purpose?"
2. The class will be divided into their research groups and placed at one of four stations around the room. The stations represent the type of media they will produce: Printed text, Video, Audio, Graphical *
3. Students will be given ten minutes to design a simple medium that represents their argument for research. For example, if the students are researching "Black Americans influenced all modern popular music," the group will find or create a visual that demonstrates their belief.
4. After ten minutes, the groups will rotate and re-create a new type of media that represents the same argument. This process continues for the remaining two stations.
5. Groups will present their four media to the class and ask their peers to answer the following questions:
 - a. What is the topic of our research?
 - b. What is our argument? What do we believe about our topic?
 - c. What evidence have we provided to support our argument?
 - d. Which media produced the best and worst results for our argument? Why?
6. Students will maintain the best exhibit for inclusion in the final project presentation.

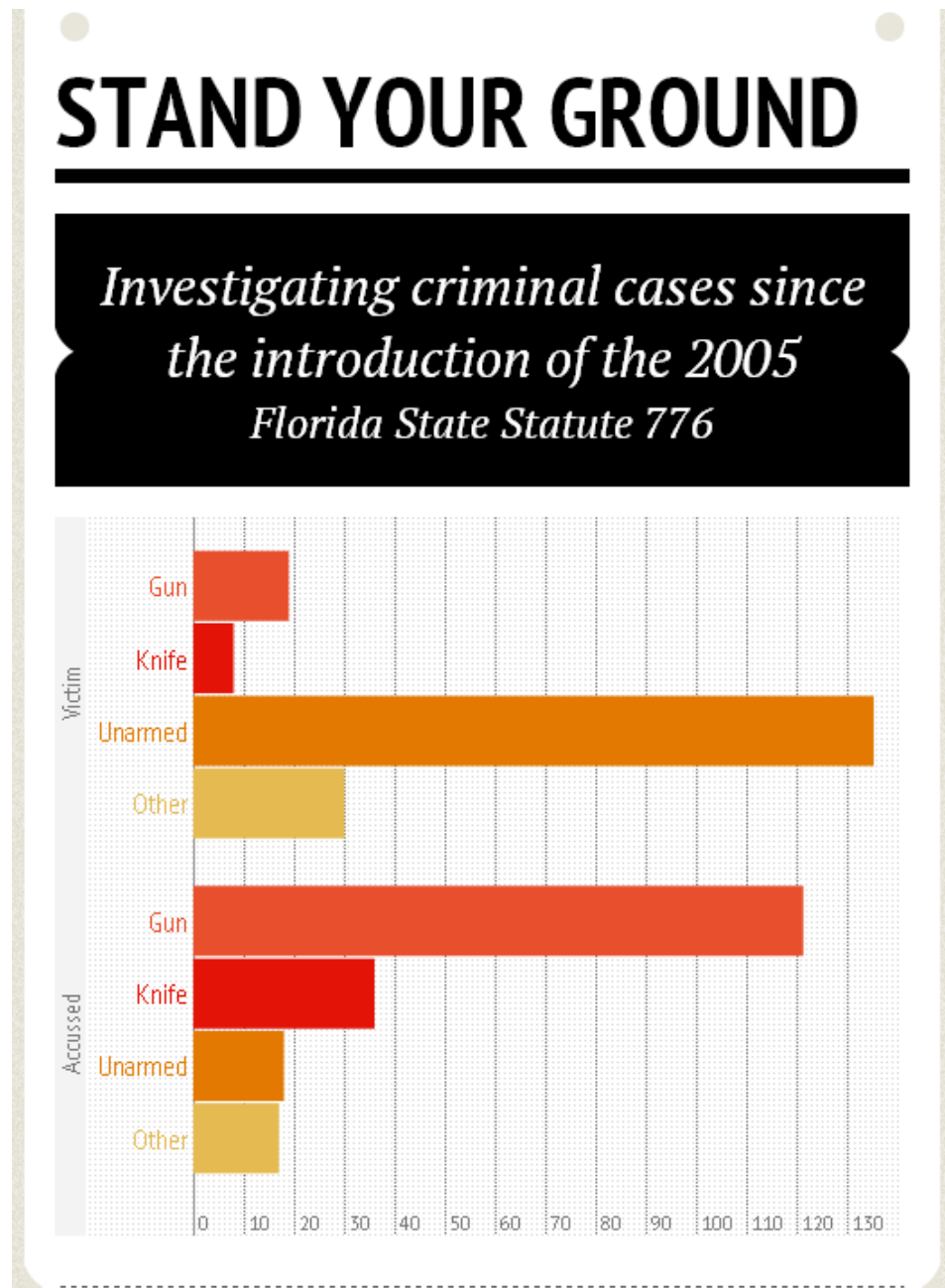
Assessment

Students presentation of four media to the class will be evaluated by the teacher using the following rubric:

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Content-Essential Question: Appropriateness, relevance, details, and examples	All information was accurate and was delivered effectively. Subject knowledge was thorough. Extensive details and relevant examples were used to answer the essential question.	Subject knowledge was evident. Information included details and strong examples that provided a clear answer to the essential question.	Information was relevant, but details and examples did not address the essential question. Subject knowledge was evident, but was not used to support argument.	Information was confusing or irrelevant. Had few supporting details or examples. Did not answer the essential question. Subject knowledge was not sufficient to make successful argument.
Media-Copyright: Cites media sources, includes bibliography, or requests permission	Requested permission to use all copyrighted media. All media is cited.	Requested permission to use copyrighted material. Less than two copyrighted media elements were not cited.	Did not provide citations for three to five copyrighted media elements. Did not request permission to use copyrighted media.	More than five copyrighted media elements were not cited.
Media-Variety of Types: Media types may include: print, audio, video, visual, Internet, experts, primary sources	Used more than four different forms of media to convey information.	Used at least three different forms of media to convey information.	Used two forms of media to convey information.	Used only one form of media to convey information.

*In connection with the Summer Institute in Digital Literacy, the Cool Tools session I hosted on Infogr.am would be an example of the tool I would use in this lesson. Students could be asked to create a rich infographic representing data collected on an argumentative topic.

This example visualizes the students' thesis: "Florida State Statute 776 has a negative effect on preventing gun violence in the past decade" Students could use existing data and produce the following sample, that was included in my presentation:



Citations

Hobbs, R. (2011) Digital and media literacy, Connecting culture and classroom. Thousand Oaks, CA: SAGE Publications.

Lankow, J., Ritchie, J., & Crooks, R. (2012). Infographics : the power of visual storytelling. Hoboken, N.J.: John Wiley & Sons, Inc.

McMonagle, K. (2010, Jan 10). *Effective Communication & Media Literacy*. Retrieved from <http://moeleadership.iste.wikispaces.net/Effective+Communication+%26+Media+Literacy>